

## Assessment Criteria

### Language B SL Written assignment: Receptive and written productive skills

Criterion	0	1-2	3-4	5-6	7-8	
<b><u>Criterion A: Language</u></b>  • How effectively and accurately does the student use language?  <b>Failure to write the minimum number of words will result in a 1-mark penalty.</b>	The work does not reach a standard described by the descriptors.	<b>Command of the language is generally inadequate.</b> <ul style="list-style-type: none"><li>A very limited range of vocabulary is used, with many basic errors.</li><li>Even common sentence structures are rarely clear.</li></ul>	<b>Command of the language is limited and generally ineffective.</b> <ul style="list-style-type: none"><li>A limited range of vocabulary is used, with many basic errors.</li><li>Common sentence structures are sometimes clear.</li></ul>	<b>Command of the language is generally adequate, despite many inaccuracies.</b> <ul style="list-style-type: none"><li>A fairly limited range of vocabulary is used, with many errors.</li><li>Common sentence structures are usually clear.</li></ul>	<b>Command of the language is effective, despite some inaccuracies.</b> <ul style="list-style-type: none"><li>A range of vocabulary is used accurately, with some errors.</li><li>Common sentence structures are clear.</li></ul>	
<b><u>Criterion B: Content</u></b>  • How well has the student used the sources to achieve the aim(s) stated in the rationale?  • How skilfully are the sources used for the task?  • How well organized is the information gathered from the sources?	The work does not reach a standard described by the descriptors.	<b>The student makes little use of the sources and has not fulfilled the aim(s) stated in the rationale.</b> <ul style="list-style-type: none"><li>Use of the sources is superficial or poorly developed.</li><li>There is no evidence of organization.</li></ul>	<b>The student makes some use of the sources and partially fulfils the aim(s) stated in the rationale.</b> <ul style="list-style-type: none"><li>Use of the sources is basic, though at least relevant.</li><li>There is an attempt at organization.</li></ul>	<b>The student makes use of the sources and generally fulfils the aim(s) stated in the rationale.</b> <ul style="list-style-type: none"><li>Use of the sources is adequate.</li><li>There is some organization.</li></ul>	<b>The student makes good use of the sources and mostly fulfils the aim(s) stated in the rationale.</b> <ul style="list-style-type: none"><li>Use of the sources is good.</li><li>The work is mostly organized.</li></ul>	<b>The student makes effective use of the sources and fulfils the aim(s) stated in the rationale.</b> <ul style="list-style-type: none"><li>Use of the sources is effective.</li><li>The work is organized.</li></ul>
<b><u>Criterion C: Format</u></b>  • How correctly does the student produce the required text type?  • To what extent are the conventions of form appropriate to the text type?	The work does not reach a standard described by the descriptors.	<b>The text type is not recognizable.</b> <ul style="list-style-type: none"><li>Conventions of form appropriate to the text type are not used.</li></ul>	<b>The text type is not recognizable or is inappropriate.</b> <ul style="list-style-type: none"><li>Conventions of form appropriate to the text type are limited.</li></ul>	<b>The text type is sometimes recognizable and appropriate.</b> <ul style="list-style-type: none"><li>Conventions of form appropriate to the text type are evident.</li></ul>	<b>The text type is clearly recognizable and appropriate.</b> <ul style="list-style-type: none"><li>Conventions of form appropriate to the text type are effective and evident.</li></ul>	
<b><u>Criterion D: Rationale</u></b>  • How clear and convincing is the rationale?	The work does not reach a standard described by the descriptors.	<ul style="list-style-type: none"><li>The rationale is not clear.</li></ul>	<ul style="list-style-type: none"><li>The rationale is clear to some extent.</li></ul>	<ul style="list-style-type: none"><li>The rationale is clear and directly linked to the sources.</li></ul>		

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Grade for assignment: \_\_\_\_\_

☐ Please resubmit with corrections for a better grade

**Register** = variety of language used in specific social settings

**Rhetorical devices** – techniques to present the message more vividly (metaphors, exaggerations, and repetition)

**Structural elements** = cohesive devices

Comments: \_\_\_\_\_

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Errors to work on:

- ☐ accent errors
- ☐ adjective agreement
- ☐ did not meet word requirement
- ☐ gender (mas., fem.) and number (singular, plural) errors
- ☐ incorrect verb conjugation (subject-verb agreement)
- ☐ limited or repetitious vocabulary
- ☐ limited tenses used
- ☐ spelling errors
- ☐ misuse of apostrophes